

Lifestyle

English for work, socializing & travel

Elementary
Teacher's Book



With TEST MASTER
CD-ROM

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- A** Present simple *be*
- B** Personal information
- C** **Communication strategies** Requesting
- D** **Interaction** From start to finish



Arrivals

A Present simple *be*

Aims and objectives

In this lesson Ss will:

- be introduced to and practise using the present simple *be*
- practise greeting and introducing themselves to others

Speaking: Meeting new people

Ex 1 Introduce yourself using *Hello, I'm ...* or *Hi, my name's ...* and give a little more information about yourself, e.g. *I'm from (country). I'm a (job)*. Ask Ss to do the same and introduce themselves to others in their class. If Ss are from the same country, suggest they use *I'm from (city)* as an alternative.

Listening: Meeting at a fashion trade show

Ex 2 **1.1** Refer Ss to the photo at the bottom of the page and ask what is happening in it. Check Ss understand the jobs given and briefly focus on pronunciation before playing the recording. Ss decide which job each person has and then compare answers in pairs before class feedback. Elicit Ss' jobs and write these on the board if not already given.

- 1 Paul Alexander is a designer.
- 2 Pamela Elson is a model.
- 3 Jackie Yang is a photographer.
- 4 Victor Serrano is a bodyguard.

Track 1.1: 1A, Page 4, Exercise 2

M = Matt, **P** = Paul

M: Hi, I'm Matt Heyns.

P: Pleased to meet you, Matt. I'm Paul Alexander.

M: Pleased to meet you, too. So what are you here for, Paul? Are you a journalist?

P: No, I'm not. I'm a creative designer for the City Star label.

P = Pamela, **T** = Tom

P: Excuse me. I can't find my pen. Could I use yours for a minute?

T: Sure. Here you are.

P: Thanks a lot. By the way, my name's Pamela. Pamela Elson.

T: You mean Pamela Elson, the Australian model?

P: Yeah, that's right.

T: Oh ... Really? ... Erm ... Nice to meet you, Pamela. I'm Tom.

J = Jackie, **C** = Chorus

J: Good evening, everyone. I'm Jackie Yang. I'm a photographer for the *Hong Kong Trendsetter Magazine*. Can I take a photo of all four of you together?

C: Yes, OK. / Sure.

R = Reporter, **V** = Victor

R: Hi! You must be Antonio Felipe Rivero, the Mexican supermodel.

V: No, I'm not. My name's Victor Serrano. I'm Mr Rivero's bodyguard, actually.

R: Oh, sorry! I'm a reporter for Catwalk TV. Erm ... Could I speak to Mr Rivero?

V: Sure. He is right here behind me.

Ex 3 **1.2** Ask Ss to read the article and find two differences between it and the conversation. Ss listen and then check answers with a partner before class feedback. If necessary, play the recording a second time. Go through the rules for using *a/an* in the 'alert box' with Ss.

Paul and his wife are originally from Toronto (not Ottawa).
Paul's wife isn't an actress. She's a make-up artist.

Track 1.2: 1A, Page 4, Exercise 3

M = Matt, **P** = Paul

M: Hi, I'm Matt Heyns.

P: Pleased to meet you, Matt. I'm Paul Alexander.

M: Pleased to meet you, too. So what are you here for, Paul? Are you a journalist?

P: No, I'm not. I'm a creative designer for the City Star label.

M: Mm, that's interesting. City Star is a Canadian brand, is that right?

P: Yeah. Our headquarters are in Vancouver, but I'm from Toronto originally, like Ana, my wife.

M: Is she in the fashion business as well?

P: Well, yes, she's a make-up artist. She works for two fashion houses, and also for the Stanley Theatre. That's where she is this evening, by the way!

Grammar: Present simple *be*

Ex 4 Ss complete the table on page 5, alone or in pairs, using the verb *be*. Check answers as a class and drill a few questions to check Ss use a rising intonation at the end of them.

- | | |
|----------|-----------|
| 1 's | 4 aren't |
| 2 isn't | 5 are not |
| 3 is not | |

1 Arrivals

Optional suggestion: Refer Ss to page 142 of the Grammar reference and go through the information on *be*. Draw attention to the different forms of *be* and the use of contractions for informal usage. Allow time for Ss to discuss the examples and any problems they may have. Provide additional examples if needed.

Ex 5 Ss complete the website profile with the verb *be*, using short forms where possible. They then compare answers in pairs before class feedback. Check Ss' pronunciation and intonation by eliciting complete sentences of the text.

1 's	6 's	11 aren't
2 'm	7 're	12 're
3 'm	8 are	13 'm
4 'm	9 aren't	14 's
5 is	10 's	15 are

Optional homework suggestion

Ss write five to eight sentences using *to be*. Refer them to the table on page 5 for ideas and encourage them to use positive, negative and question forms.

Word focus: Countries

Ex 6 Ss look at the flags and discuss in pairs which countries they represent. Elicit suggestions and go through the answers with the class.

A Australia	D France	G Mexico
B Brazil	E Germany	H China
C Canada	F Saudi Arabia	I Japan

Ex 7 **1.3** Refer Ss to the countries listed and elicit the number of syllables and the stressed syllable in two or three of the words. Explain what 'Catwalk TV' and 'Urban Horizon' are before Ss listen to the radio programme. Tell Ss not to worry about unknown vocabulary at this stage and to number the countries they hear in order. Do not give Ss the answers yet as they will be checked in Ex 8.

Track 1.3: 1A, Page 5, Exercise 7

Good afternoon ... This is Catwalk TV live from the Urban Horizon international trade show. With over 60,000 visitors this year, Urban Horizon is probably the Number 1 event in our city. Designers and business people from Brazil, Germany and Turkey are here, and also for the first time from Japan and the USA. Of course people come to a show like this not just for the clothes, but also for the people who wear them on the catwalk. This year, the supermodels from Mexico and Australia are everybody's favourite topic of conversation. Two young designers from Russia are also the focus of a lot of attention. So many different people from the fashion industry are here today ... you can feel a buzz of creativity everywhere ... it's just incredible. Urban Horizon is absolutely unique!

Ex 8 **1.4** Ss compare answers with a partner before class feedback. Drill stress patterns if useful and ask Ss to add other countries to the appropriate columns.

See audio script below.

Track 1.4: 1A, Page 5, Exercise 8

- 1 Brazil
- 2 Germany
- 3 Turkey

- 4 Japan
- 5 the USA
- 6 Mexico
- 7 Australia
- 8 Russia

Ex 9 Ss work in pairs and take turns to say what their three favourite countries are from those listed. Briefly elicit answers from around the class.

Speaking: Greetings and introductions

Ex 10 Ask Ss what they say when they introduce themselves and elicit expressions. Then go through the phrases given. As an example introduce yourself to the class. Ss then mingle introducing themselves to each other. Encourage them to talk to different people from that at the beginning of the lesson. Alternatively, put them into groups of four.

Optional suggestion: Write the word *nationality* on the board and ask Ss what theirs is. Add these to the board. Look at the list of countries in Ex 7 on page 5 and ask Ss to work out the nationality for each of the countries.

You could then write the following stress patterns on the board:



Then add a range of nationalities, such as: Czech, German, Indian, Swiss, Italian, Iraqi, American, Saudi, Senegalese, Belgian, Portuguese, Japanese, Pakistani, Australian and Chinese. Ask Ss to work in pairs and put the words under the correct stress pattern. During feedback, check pronunciation.

●	●●	●●●	●●●●	●●●●●	●●●●●●	●●●●●●●
Czech	German	Indian	Iraqi	Sene- galese	Italian	Pakistani
Swiss	Belgian	Japanese			Australian	
	Saudi				American	
	Chinese					

Ex 11 Put Ss into pairs (A and B). Explain that they will do mini conversations about countries and nationalities. Go through the points they should consider and ask them to turn to the relevant pages for the information they need. Allow Ss time to prepare before starting their mini conversations. Monitor them and help as needed. During feedback discuss any problems Ss had. If time, ask a few Ss to demonstrate their conversations to the class.

Stronger groups: Ask Ss what social network sites they know about and find out which ones they use and like. Ask what information they usually give about themselves and what information they like to find out about someone when they first start to communicate. Tell Ss that they want to join *Link up!* (a social networking site). In pairs, they discuss what information they could include in their profile to introduce themselves. For homework, they write a profile similar to the one in Ex 5. Set a word limit of no more than 100 words.

TALKING POINT

Ss consider their answers before discussing them in small groups. You could give some ideas to get them started. When they have finished, elicit some ideas from the class.

Homework suggestion

Ss write up their answers to the questions discussed in the Talking point.

B Personal information

Aims and objectives

In this lesson Ss will:


- discuss personal information needed by UK customs
- read about visitors to and from Britain
- practise requesting and giving phone numbers and email addresses
- practise asking and answering questions giving personal information
- discuss when personal questions may not be appropriate

Reading: Arriving in the UK

Ex 1 Go through the instructions and allow time for Ss to note their ideas before eliciting them from the class. During feedback, compile a list of possible requirements on the board.

family name, forenames (= first names), sex, date and place of birth, occupation (= job), nationality, address in the UK, and a signature.

Ex 2 Ask Ss to look at the title of the article and elicit the difference between *the UK* (England, Scotland and Wales) and *Britain* (the UK plus Northern Ireland). (Note that the UK is commonly known as Britain and the flag shown here is known as 'the British flag'.) Ss read the text, and guess the correct option in 1–5. Don't check answers yet as they will be doing this in the next exercise.

Ex 3  **1.5** Ss listen to the recording and underline the answers. Check answers, plus those on the board, and correct them as needed. Ask Ss if any answers were surprising and why.

1 30 2 50 3 60 4 25 5 Germany!

Track 1.5: 1B, Page 6, Exercise 3

Every year, about 30 million visitors come to Britain. About 50 per cent of them are from France, Ireland, Germany, Spain, Italy and the USA.

Over 60 per cent of all visitors to the UK come for a holiday or to visit friends and relatives, and 25 per cent travel on business.

Visitors from outside Europe sometimes find it strange that they need to fill in a 'landing card' before entering the UK. But they just need to give basic personal details: family name, forenames, sex, date and place of birth, occupation, nationality, address in the UK, and a signature.

And what about British tourists, by the way? Where do they go? The top destinations for British tourists are usually ... Spain, France, the USA, Ireland, Italy and Germany!

Ex 4 Ss read the statements and decide, alone or in pairs, if they are true or false. Tell Ss to also correct the sentences which are wrong. Discuss answers as a class. If time, ask Ss if the same are true for their own country.


- 1 F (They are from France, Ireland, Germany, Spain, Italy and the USA.)
- 2 T
- 3 F (They need to write the address in the UK on the landing card)
- 4 T

Optional homework suggestion

Ss write 5–8 sentences about visitors to and from their country.

Listening: Numbers and letters

Ex 5 Ss look at the list on the left and tick the numbers they remember. Tell them not to write down any numbers yet. Ss then add other numbers they know to the list on the right. For feedback, you could get the student with the longest list to tell the class what numbers they remember.

Ex 6  **1.6** As Ss listen to the phone numbers and addresses, ask them to focus on how '@' and '.' are said. Elicit ideas after listening. This is a good point to introduce related vocabulary, such as *underline* ('_'), *forward slash* ('/'), etc.

Track 1.6: 1B, Page 6, Exercise 6


349 8175
0495 122566
00 44 607 948 7843
ahmed@yahoo.com
laurie.brown@ntlworld.com
bressangf@tiscali.it

Ex 7 Ss write down three phone numbers and in pairs, take turns dictating them to each other.

Optional activity: To expand on this activity, ask Ss to write down three email addresses or dictate a mix of ten different phone numbers and email addresses to the class, which they can then practise reading out afterwards.

Ex 8 Explain that *family name* is another way of saying *surname* and ask Ss to order the conversation, either alone or in pairs. Do not elicit answers at this stage.

See answers in the audio script in Ex 9.

Ex 9  **1.7** Ss listen to the conversation and check their answers. Go through the order with the class. Ask Ss to underline the questions as these will be useful for them to remember. This would also be a good place to explain that *double* is used before a number when the number is given twice (i.e. *double two* = 22).

The correct order is: 1, 2, 10, 6, 9, 7, 5, 4, 8, 3, 11, 12, 13

Track 1.7: 1B, Page 6, Exercise 9

W = Woman, J = Jeff Lloyd

W: What's your name, please?

J: Jeff Lloyd.

W: How do you spell 'Jeff'?

J: J-E-F-F.

W: J-E-F-F. Fine. Great. Could you also spell your surname for me, please?

J: Sure. That's L-L-O-Y-D.

W: L-L-O-Y-D ... Thanks. And what's your phone number?

J: 305 6697.

W: Sorry, could you say that again?

J: Yeah. 305 6697

W: Just one more thing. What's your email address?

J: It's jlloyd@gmail.com.

W: Great! Thank you.

1 Arrivals

Ex 10 Ss work in pairs and take turns practising the conversation from Ex 8 using their own details. Monitor and if time, ask a few Ss to do their conversation for the class. Check on intonation.

Photocopiable notes 1.1 (page 106)
Personal information exchange (Pairwork page 117)

Speaking: Personal details

Ex 11 Elicit what a membership card is and when you might get one. Ss then fill in their details. Put Ss into pairs (A and B). Elicit the questions needed. Monitor Ss and help when necessary. During feedback, check question formation, spelling and pronunciation.

Ex 12 Pre-teach any potentially new words, e.g. *neighbour* and *for or against*. Go through the instructions and ask Ss to tick which questions are or are not acceptable. Remind Ss not to answer the questions.

Ex 13 Ss work pairs to compare answers. Open the discussion to the class and determine which questions are too personal and why. With a multi-national class discuss cultural differences.

Ex 14 Begin by writing three sentences about yourself on the board, using *I'm ...* Tell Ss that two of the sentences are true and one is false. Encourage Ss to ask questions about each sentence and to decide which sentence is false. Write the questions asked on the board and elicit other possible ideas. Give the false sentence.

Ss now write three of their own sentences. Encourage them to think of unusual information and check Ss use the articles *a/an*. Ss then work in pairs to take turns to ask their questions and decide which sentence is false. Feedback by finding out who guessed correctly and eliciting some of the questions asked.

Ex 15 Write a number that is important to you on the board and get Ss to ask questions to find out why it is important. If necessary, revise the short forms *Yes, it is* and *No, it isn't*. Ss then think of five numbers and, in pairs, take turns to ask each other questions to find out why they are important. During class feedback, elicit what Ss found out about their partner and some of the questions asked.

TALKING POINT

Allow Ss time to think about their answers before they discuss them in pairs or small groups. During feedback elicit ideas and discuss ways to remember numbers. Add your own ideas.

Homework suggestions

- Ss write 5–8 questions to find out about personal details, using *to be*.
- Ss write a paragraph about the information they shared with different people. Set a word limit of no more than 100 words.

Communication strategies Requesting

Aims and objectives

In this lesson Ss will:

- discuss problems that may occur at an airport
- listen to a conversation to find out what the problem is
- practise using phrases to make and respond to requests
- focus on the use of *Could I/you* for making requests
- compile useful requests for the classroom

Culture and language

Requesting

To get someone to do something, English speakers generally say things like *Can you do it?* or *Could you possibly do it?* instead of a simple *Do it*. So we use question forms where an imperative would be used in other languages. These request forms don't always translate easily into other languages. Failure to use them appropriately can create a negative impression.

The size of the request influences the form we choose, i.e. we tend to use more basic forms such as *Can I/you ...?* for smaller or routine requests and longer request forms such as *Do you mind / Could you possibly ...?* with requests that involve a larger imposition (i.e. asking people to do more). Besides the size of the request, the relationship between the speakers also influences the form we choose. At elementary level Ss are taught very basic request forms.

Please

In English, *please* tends to be positioned at the end of requests and the start of invitations (*A cup of coffee, please.* / *Please sit down.*)

Listening: The right person?

Ex 1 Find out how often Ss fly, why they fly and where they've flown to. Add your own examples. Go through the instructions and ask Ss to think of more ideas in twos or threes. For feedback, elicit ideas, compiling a list on the board. Highlight any new vocabulary, e.g. *luggage*.

Suggestions:

Your flight is late; you lose your luggage; you have problems at customs; you do not know what the person picking you up looks like, etc.

Ex 2 1.8 Refer Ss to the photos at the top of the page and ask what they show, writing new vocabulary on the board. Explain to Ss they will hear a conversation at an airport and ask them to listen for the problem. Allow Ss time to compare answers with a partner before checking with the class. Discuss what other names might also be confusing.

The driver thinks the woman is not the right person. He thinks 'Nicola' is a man's name.

Track 1.8: 1C, Page 8, Exercises 2 and 3

N = Nicola, K = Karol

N: Hi! Are you from G.W. Electronics?

K: Yes, I am.

N: Great! Phew! This suitcase is so heavy ... Could you help me?

K: But ... erm ... excuse me. What's your name?

N: Sorry?

K: Could I have your name, please?

N: My name? My name's here, on your board: first name, Nicola; surname, Berry.

K: But, er ... but, er ... that's impossible!

N: Impossible? What do you mean?

K: Mr Nicola Berry is a gentleman.

N: Well, I'm a woman and my name's Nicola Berry. Look, here's my passport. See?

K: Ms Ni-co-la Ber-ry ... So Nicola is your first name?

N: Yes, that's right.

K: How interesting! In my country, Nikola is a man's name. My brother's name is Nikola. I'm sorry, Ms Berry, very sorry.

N: That's alright. Now I understand.

K: Here, let me help you with your luggage. Please come this way, Nicola, erm, I mean, Ms Berry. The car park is over there. Oh, and my name is Lenner, by the way. Karol Lenner.

N: Carol? How do you spell your name? Carol is a woman's name in my country. We spell it with a C.

K: I spell my name with a K!

Ex 3 Ss listen to the conversation again and complete the sentences, comparing answers in pairs before class feedback. Drill the questions to check on pronunciation, particularly of *could*. Go through the phrases for requesting information or responding to requests, and draw their attention to the final points on usage and politeness. If useful, ask Ss if they do something similar in their own language and if they have a single word which replaces the English *please*.

- 1 help
- 2 please
- 3 mean
- 4 So; right
- 5 let

Ex 4 Ss complete the gaps using *Could I* or *Could you*, comparing answers with a partner before class feedback. If time, elicit further examples and add them to the board.

- 1 Could you
- 2 Could you
- 3 Could I
- 4 Could you
- 5 Could I
- 6 Could you

Ex 5 Look at the first reply and decide as a class which request it matches. Ss then match the remaining replies alone or in pairs, before going through them as a class.

- 1 d 2 e 3 c 4 b 5 f 6 a

Speaking: Asking for help

Ex 6 Before Ss do this activity, it's a good idea to look at the information file material in order check what language might need to be pre-taught or revised.

Tell Ss they will now practise making and responding to requests. Put Ss in pairs (A and B). Refer them to the relevant pages for their information and check they know what to do. When ready, Student A begins the conversation. Monitor, noting any good points to discuss during feedback. Afterwards, elicit the requests and responses made.

Ex 7 Ss work on their own and think of more useful requests for teachers and Ss. Tell them to add these to their list.

Ex 8 Ss compare answers in pairs before feedback. Make two lists of requests on the board under the headings 'Student – Teacher' and 'Student – Student'. To extend the activity, leave space for responses to be added beside each request and discuss as a class possible positive and negative responses to each one.

Homework suggestions

- Ss make a list of 5–8 requests they might need to make at, e.g. a bank, the post office, to a friend, etc.
- Ss write up requests and responses for both A and B (Ex 6). Alternatively, they write a conversation using requests and responses to roleplay in the next lesson.

Photocopiable notes 1.2 (page 106)
Making requests (Card activity page 118)

D Interaction From start to finish

Aims and objectives

In this lesson Ss will:

- play a game to revise aspects covered in this unit, e.g. *be*, nationalities, countries and spelling, in order to practise interacting with others at a fashion trade show.

Refer Ss to the Reminder box and draw attention to the language that the lesson will focus on. Check Ss can use this language by looking at page 142 of the Grammar reference and at previous lessons of the unit.

Board game: A day at a trade show

Explain that they are going to play a game and the first person to finish is the winner. Tell Ss to imagine they are at a fashion trade show and want to make contacts and meet their favourite models. Go through the rules and check Ss understand *toss*, *heads* and *tails*. It may help to demonstrate 'a turn'. Pre-teach any new vocabulary (e.g. *penalty*, *count*, *urgent*) and put Ss into twos or threes, ensuring everyone has a counter and each pair or group has a coin. Monitor Ss and give help as needed. During feedback find out which Ss won and elicit some of the responses made.

Homework suggestion

Ss look at the game on page 9 and write up the questions to squares: 5, 6, 9, 11, 15 and 18.

Getting together

A Present simple 1

Aims and objectives

In this lesson Ss will:

- discuss special occasions and related vocabulary
- read about Vietnamese New Year and compare it to other New Year celebrations
- be introduced to the present simple with *I, you, we* and *they*
- listen to people talking about festivals / celebrations
- prepare a short presentation on a special occasion
- discuss the cultural significance of specific colours

Word focus: Special occasions

Ex 1 Tell Ss that this lesson focuses on special occasions and elicit a few examples. Draw Ss' attention to the title of the unit and explain that *getting together* means to meet (informal), e.g. *Let's get together at the weekend*. Ss, in pairs, match the occasions to the pictures and take turns to say what are their favourite three. Check answers and find out which occasions are the most popular in the class and why.

1 E 2 D 3 B 4 A 5 C

Ex 2 Ss match the verbs to the words and phrases, comparing answers with a partner before class feedback. Elicit the opposite of *send* (*receive*) in preparation for the reading text in Ex 4.

With a weaker class this might work better as a teacher-led activity, particularly if dictionaries are not available. However, don't go into details about New Year celebrations yet, as this will be dealt with in the Reading section.

1 c 2 h 3 f 4 a 5 g 6 b 7 e 8 d

Ex 3 If you are from a different country to your Ss, choose a special occasion and explain to the class how you prepare for it. Ss then work in pairs. If possible, pair them up with a partner from a different country. Ask them to take turns to tell each other about their family's preparations for a particular special occasion. Monitor and give help as needed. During feedback, elicit ideas and discuss cultural differences.

Reading: Everybody's birthday

Ex 4 Ask Ss what the two photos show and what celebration the text is about. Ss read the text and decide which things from Ex 2 Vietnamese people do for New Year. Encourage Ss to compare answers in pairs before class feedback. You might want to point out that Vietnamese people pay off any debts

they have before New Year because they think it is bad luck to start the new year owing money. Add that for many, *Tết birthday* is more important than an individual birthday.

Discuss any new vocabulary and point out the words in the glossary. Then explain that we use *How long* in a question to ask for the duration or the time something continues for, and we use *last* in the answer, e.g. *How long do the Olympic Games last? They last about two weeks*. Explain that we use *take place*, when we are interested in when or where something happens, e.g. *When do Eid ul-Fitr celebrations take place? They take place at the end of Ramadan*.

Vietnamese people do a lot of shopping, clean and decorate the house, cook special food, wear new clothes and invite friends and relatives.

Ex 5 Ss read the article again and correct the statements. Ask them to check answers with a partner before going through them with the class.

- 1 Tét lasts three days or more.
- 2 People clean and decorate their house before Tét.
- 3 Children get a red envelope with 'lucky money' in it.
- 4 People believe red is a lucky colour.
- 5 After New Year's Day, people visit friends and relatives.
- 6 After New Year's Day, many people go out.

Optional activity: In pairs, Ss discuss similarities and differences between New Year in their country and Vietnam. Elicit ideas from the class and if Ss are living abroad, discuss how New Year is celebrated in the host country. If Ss happen to be in Vietnam, find a short article on New Year in another country for Ss to read and use for comparison.

Grammar: Present simple 1


Ex 6 Go through the information on the present simple in the table and ask Ss to complete the examples. Ss compare answers in pairs before class feedback. Point out the contraction *don't* which is used informally.

- 1 close
- 2 prepare
- 3 don't use
- 4 don't say

Optional suggestion: Refer Ss to pages 142–143 of Grammar reference and go through the additional information on the present simple. Allow time for Ss to discuss the examples and any problems they may have.

Listening: Get together now?

Ex 7 Refer to the phrases and point out the word *miss* in the glossary. Check Ss understand what it means and elicit examples of what they miss when they are away from home. Then use the structures to talk about a special occasion you don't like, adding reasons why to the list. Ss then work in pairs and take turns to tell each other about their ideas. Monitor and help as needed. For feedback, elicit answers and get Ss to expand the list of reasons.

Ex 8  **1.9** Ss listen to Rob and Jill and decide which reasons they give. Check answers with the class and play the recording again if necessary.

It's boring. (R)
I can't relax. (R)
I miss some of my friends / relatives. (J)

Track 1.9: 2A, Page 11, Exercises 8 and 9

I = Interviewer, R = Rob, M = Mother-in-law, J = Jill

I: So, Rob, the holiday season is not far from us, but you don't feel very happy about it, is that right?

R: Yeah, that's right. You see, my wife and I ... erm ... we kind of like our relatives, but we don't like those big dinners where you just sit, eat and drink all day long. It's so boring! Imagine 15 people in a room who talk, talk, talk all the time and don't listen to each other ... Terrible! I just can't relax! And then, there's something else, you know. I'm a taxi driver and my wife is a telephone operator for the same taxi company. A lot of our colleagues don't want to work when there's a holiday, but we're OK with that. You know what? We like to work during the holiday season because we get more money. And my customers feel happy because they're on holiday, so they often give me very big tips.

M: Rob! Dinner's ready! ... Robert!

R: Yeah! Coming!


I: Your wife?

R: Nah. The mother-in-law ...

* * * *

I: Jill ... You say you don't feel very happy when there's a special occasion. Why's that?

J: Well, I don't feel very happy when I'm not together with all my children and grandchildren. My children don't live in England anymore, they're thousands of miles away, one in New Zealand and one in Canada. We don't celebrate special occasions together, we don't spend our holidays together. So these days what we do, my husband and I, when there's a special celebration, we ... we just get everyone together via the web. We're all on Skype, you see, and we've got this fantastic computer with a webcam. ... Of course, we all know the time differences. ... We leave the computer on all day long. We chat, or we just smile or just say 'hello'. That way we don't miss each other so much!

Ex 9  Ss listen to the conversation again and complete the sentences, comparing answers with a partner before checking them as a class. If useful, play the recording a third time or ask Ss to find the answers in the audio script. Then, say: *You organize a party for your friends. You can invite Rob or Jill. Who do you choose? Why?* Elicit answers from the class.

- 1 don't like
- 2 don't want
- 3 like; get

- 4 don't feel
- 5 leave; say 'hello'

Optional activity: Tell Ss they are now going to write a short email about a special occasion. Write the following questions on the board, ask them to think about their answers and to make notes.

- What is the special occasion?
- Why do you like it?
- How do you prepare for it?
- What do you do on that day?
- Who is it for?

Discuss appropriate greetings and endings, and other useful aspects relating to the email. Write the model below on the board for Ss to use as a framework and encourage Ss to include additional information in their emails. With a weaker class, get Ss to work in pairs. During the activity, monitor and help with language. Alternatively, with a stronger class, set this as homework.

To: habib@emirates.net.ae

Hi Habib

Long time no hear! I hope you are well.

I'm fine. Here it's work as usual, but next week is our ...

It is a very special occasion for ...

We usually ...

And what's your news?

Bye for now

...

Writing: A PowerPoint presentation

Ex 10 Find out who in the class has given a presentation before and ask what they talked about. Tell Ss they will now prepare a short presentation about a special occasion. Go through the instructions and useful language. Check Ss understand they are only writing notes at this point. If Ss are the same nationality, suggest they choose different festivals or one from another country. With a weaker class, Ss can work in pairs. Monitor and help Ss prepare for their presentation.

Ex 11 Ask Ss: *Have you used PowerPoint (PP) before?* If some Ss have experience and others don't, get Ss to work in pairs and help each other. Alternatively, tell Ss the basics and the 'dos' and 'don't' of writing PowerPoint slides. You could write a short list of tips on the board. Ss then use their notes to create some slides (this could be finished for homework). If there is no access to PowerPoint, skip Ex 11 and go to Ex 12.

Speaking: Giving a mini-presentation

Ex 12 Decide if Ss are giving a 'traditional' or PowerPoint presentation and get them to take turns giving their presentation either in small groups or to the class. Encourage the other Ss to ask questions at the end of each presentation. Monitor the presentations, note good language use and points to discuss. Feedback by asking Ss which presentations were the most interesting and why. Praise good language use and discuss any areas of difficulty.

TALKING POINT

Ss discuss the questions in groups or as a class. You may want to add ideas from your own experience to get them started. For feedback, discuss ideas with the class.

2 Getting together

Homework suggestions

- Ss write a description of how they prepare for a particular special occasion in their family or country, e.g. a wedding. Set a word limit of 100–130 words. Ask Ss to refer back to the text in the unit to use as a model for their writing. Alternatively, discuss a possible occasion as a class, making notes on the boards for the Ss to write up their descriptions for homework.
- Ss write about special occasions they do not enjoy and why.
- Ss write a paragraph about the significance of particular colours in their culture.

B Present simple: questions

Aims and objectives

In this lesson Ss will:

- discuss meeting colleagues after work
- listen to someone talking about their life after work
- practise asking and answering *yes/no* and *wh-* questions in the present simple
- discuss unusual places for meetings and read about a particularly unusual location
- discuss their daily life

Word focus: Getting together after work

Ex 1 Start the lesson by getting Ss to discuss the questions in threes or fours, before widening the discussion to the class. Add your own ideas.

Ex 2 Check Ss understand *informally* and *formally*. Ss match the sentences halves to complete the definitions, checking their answers in pairs before class feedback. This might be a good place to pre-teach: *to dress formally* (wear formal clothes), *to dress informally* (wear informal clothes) and *informal clothes* (casual clothes).

1 e 2 d 3 b 4 a 5 c

Listening: Life after work

Ex 3 **1.10** Tell Ss they will listen to an interview with Laura, a software designer. Ask them to read the five questions in the table. As they listen, Ss tick the correct answers. They then compare ideas with a partner before going through them with the class (just refer to the question numbers and answers, as the 3rd person singular is not introduced until the next unit).

	Yes	No	It depends
1			✓
2			✓
3		✓	
4		✓	
5	✓		

Track 1.10: 2B, Page 12, Exercise 3

I = interviewer; L = Laura

I: Hello. This is Radio 5, and it is now time for our special edition of 'Life After Work'. In this programme, we want to find out what people do after work. Do they go straight back home? Do they go shopping? Or do they get together with colleagues to have a bit of fun?

Let's find out ... Erm ... Excuse me ... Hello ... Could I just ask you two or three questions for our radio programme?

L: Erm ... Yeah ... Alright.

I: So ... what's your name, please?

L: I'm Laura.

I: Now then, Laura, do you go to work, or are you a student?

L: I work. I'm a software designer for Grapple, the electronics manufacturer.

I: Wow, that's interesting. Tell me, do you sometimes meet your colleagues after work?

L: Yes, of course. We meet two or three times a month, at the end of the week.

I: And ... where do you get together?

L: Well, it depends. We go to a club or a restaurant, or to someone's home.

I: On those occasions, what sort of clothes do you wear? Do you wear formal or informal clothes?

L: Well, again, it depends. If we meet straight after work, then I'm dressed informally, because I wear informal clothes at work. If we meet later, then I like to wear more formal clothes.

I: When you are together with your colleagues, do you discuss problems you have at work?

L: No, we don't do that! Never. We have meetings at work to discuss those problems ... And another thing I don't do, for example, is make phone calls on my mobile phone. I answer the phone if it rings, of course, but I don't make calls when I'm with a group of people. After work, I just want to relax and have fun.

I: There's just one more question, Laura, but I think I already know the answer to that one. Do you enjoy yourself when you go out with your colleagues?

L: Yes, I do. I always have a good time. Some of my colleagues are really good friends. All of us have fun, we are eay-going ...

Ex 4 **1.11** Ask Ss to listen to Laura's five answers and match them to the question. Encourage them to check answers with a partner before class feedback.

a 4 b 5 c 1 d 3 e 2

Track 1.11: 2B, Page 12, Exercise 4

1

Of course we do! Men and women, juniors and seniors, we don't make any differences. We're all in the same business. I'm not one for the all gals' night out.

2

Well, all I can say is that I don't look at my watch and time goes by really fast. So yes, sometimes it's past midnight by the time I get home.

3

Well, if walking is a sport, then, yes, we do. We've got some lovely hills just outside the city, and it's great to go hill walking together in the summer.

4

No, not usually. We don't go to expensive places. But if it's someone's birthday, then I don't mind getting a really nice present. So then, of course, I spend a bit more.

5

Only with very good friends. And as I said some of my colleagues are really great friends, so with them it's OK to talk about my family ... or about my partner ... things like that.

Grammar: Present simple: questions (yes/no)

Ex 5 Refer to the table and go through the *yes/no* questions in the present simple. Point out the use of *do / don't* in short answers and allow time to discuss the examples given, providing additional ones as needed.

Optional suggestion: Refer Ss to page 143 of the Grammar reference and read information on the present simple questions. Discuss any questions they might have.

Ex 6 Tell Ss they are going to talk about when they meet colleagues after work. Put Ss into pairs (A and B). Student A uses the questions from Ex 3 and Student B asks those in Ex 4. Monitor and give help as needed. For feedback, discuss answers and any language problems which Ss may have had.

Optional homework suggestion

Ss write up their answers to the questions asked in Ex 6.

Reading: It's the journey, not the destination ...

Ex 7 Ss work in pairs and think of other unusual places for meetings. For feedback, elicit ideas and compile a list on the board.

Ex 8 Elicit the meaning of *journey* and *destination* in the title. Draw Ss' attention to the photos in the article at the bottom of pages 12 and 13 and ask what they show. Pre-teach *steam* and *wheel*, explaining that they are in the text for Ex 8. Allow time for Ss to read the text on an unusual place for a meeting before asking if 'on a train' was on their list. Discuss new vocabulary and if useful, explain that in American / global English, a *round-trip* is the same as a *return journey*.

Ex 9 Ss use the words given to complete the questions, comparing answers in pairs before class feedback. Elicit the complete sentences from the class if you want to check on pronunciation and intonation. Highlight the collocations with *spend*, providing examples as needed.

- | | |
|---------|------------|
| 1 Where | 3 How long |
| 2 Why | 4 What |

Grammar: Present simple: questions (*wh-*)

Ex 10 Ask Ss to look at the examples and complete the rules, checking answers with a partner before going through them with the class. Allow time for Ss to discuss the questions given and provide additional examples if useful.

Optional suggestion: Refer Ss to page 143 of the Grammar reference and go through the information on present simple questions. Allow time for Ss to discuss the examples and any problems they may have.

- 1 question word (e.g. *how, who*)
- 2 do
- 3 subject (e.g. *you, they, people*)

Ex 11 Ss complete the conversations, alone or in pairs, before class feedback.

- 1 Who do
- 2 What do you
- 3 Where do
- 4 Why do you

Ex 12 Ss work in pairs, taking turns to ask and answer the questions in Ex 11. Monitor and help as needed. Then, ask Ss what answers their partners gave. Write any new vocabulary on the board.

Optional homework suggestion

Ss write five *yes/no* questions and five *wh-* questions in the present simple which they then ask a partner in a subsequent lesson.

Speaking: Time at work and time off work

Ex 13 Tell Ss they will now talk about their daily life. Put Ss into pairs (A and B). Refer Ss to the relevant page for their information. Allow Ss time to read their information and prepare (with a weaker class it might help to check the questions they will ask). Remind Ss that Student A asks their questions first. Tell Ss to invent an answer if a question is too personal, as well as to note their partner's answers. With a weaker class you could specify the number of questions Ss ask, e.g. four or six. Monitor and give help as needed. For feedback, elicit answers Ss found interesting and discuss any problems.

Optional activity: Ss write a paragraph on their partner, using the notes they made. This could be done in class or for homework. Alternatively, Ss close their books and have a 'question and answer' session, with them asking you the questions. You may want to limit the number of questions asked (e.g. ten), and depending on time, allow Ss to first work in pairs and think of three to five questions.

TALKING POINT

Ss discuss the questions in groups or as a class. You could add ideas from your own experience to get them started. For feedback, discuss ideas with the class.

Homework suggestions

- Ss write up the complete set of questions for either (or both) Student A or B from Ex 13.
- Ss work in pairs to make a short conversation using the questions forms from this exercise, which they roleplay in the next lesson.

Photocopiable notes 2.1 (page 106)

What do you do at work and after work? (Group interviews page 119)

C Communication strategies

Showing interest

Aims and objectives

In this lesson Ss will:

- listen to two different conversations showing how to keep a conversation going
- practise developing conversations and using *well* to create more thinking time
- focus on the strategies used to show interest and practise using them
- practise maintaining conversations naturally

2 Getting together

Culture and language

Showing interest

In any language to sound friendly and to show that we are interested in a conversation, we do not answer just 'yes' or 'no'. We give some more information to keep the conversation going. When people give us extra information, we react to this information to show interest. We use various communication strategies to do this. In this unit, Ss are exposed to four ways of showing interest, e.g. the listener can ask an extra question to stimulate the speaker to carry on talking thus showing interest. Or the listener can repeat some of the words that the speaker has just spoken and in so doing again, shows that he/she has both heard and is interested in what was said. Alternatively, the speaker can use a combination of repetition of words and asking follow-up questions. Certain phrases are also used in English to show interest in a conversation, e.g. *Really?*, *That's interesting*, etc.

The word *well* can be a very useful word when answering a question. Its function is to give the speaker time to think, and it tells the listener that the speaker wants to explain something.

Listening: Developing a conversation

Ex 1 **1.12** Tell Ss this lesson focuses on showing interest and developing conversations. Explain that they will hear two conversations between Helen and a new colleague of hers, David. Ask them to decide which conversation they prefer and why before playing the recording. Ss discuss answers briefly in pairs before discussing their ideas as a class.

Track 1.12: 2C, Page 14, Exercises 1 and 2

H = Helen, D = David

Conversation 1

H: Hi! Is this seat free?

D: Yes.

H: Do you work in Accounts, too?

D: No.

H: Do you have lunch here every day?

D: No.

Conversation 2

H: Hi! Is this seat free?

D: Sure. Go ahead.

H: Do you work in Accounts, too?

D: No, I don't. I'm in IT.

H: Really?

D: Yes, I'm the new graphic designer.

H: Oh, that's interesting. ... Do you have lunch here every day?

D: Well, not every day. Sometimes I just have a sandwich at my desk.

Ex 2 Ss listen to Conversation 2 again and complete the gaps. Allow time for Ss to compare answers with a partner before going through them with the class. You could then ask Ss to practise the conversations in pairs.

- | | |
|----------|-------------------|
| 1 Sure | 3 Oh; interesting |
| 2 Really | 4 Well |

Ex 3 Read through the instructions with the class and then ask Ss to match the questions and answers, either alone or in pairs. Elicit the answers from the class and highlight the use of *well*. Provide additional examples as needed.

1 f 2 e 3 d 4 a 5 c 6 b

Ex 4 Ss work in pairs and take turns to ask and answer the questions in Ex 3 (giving their own answers). Monitor and for feedback, ask Ss to say something they found out about their partner.

Ex 5 **1.13** Allow Ss time to read the questions and ask any questions about their meaning. Ss then hear the answers to the questions and match them to the correct question. After listening, Ss compare answers in pairs before class feedback.

1 d 2 f 3 b 4 e 5 a 6 c

Track 1.13: 2C, Page 14, Exercise 5

a

Well, this year I have three weeks. I'm very happy about that.

b

Yes, I do. But I often go to work by train.

c

Yeah, I'm online all day long, at work and at home.

d

Well, I speak French, and I want to speak English.

e

No, never. My weekend is for family and friends.

f

Well, never before eleven.

Ex 6 Ss work in pairs (possibly in different pairs to the previous exercises), taking turns to ask and answer the questions. Remind Ss to give extended answers and to use *well* if they need time to think. Monitor and give help as needed. Finally, elicit some responses and discuss any language issues.

Ex 7 Discuss the importance of showing interest when talking with people and go through the instructions with the class. Look at the first dialogue together. Ss then complete the rest, alone or in pairs. For feedback, go through the answers, providing extra examples of the strategies if useful. Point out how intonation shows interest and if time, drill some example sentences to provide practice. Point out how rising intonation at the end of a question shows interest and again if time, write some sentences on the board, with a line above them showing the intonation being level until the last word, when it then rises. Pronounce and then drill these example sentences to provide practice. For example:

On a train?

Really?

And what do you do there?

a 4 b 1 c 2, 3 d 5

Ex 8 Tell Ss to think about their favourite place for a holiday and to make notes on it for a minute. Ss then work in pairs taking turns to talk about their favourite place. Remind Ss to use the strategies from the previous exercise to show interest. Monitor and during feedback, elicit some of the places described and discuss the strategies used and which were more difficult (and why).

Speaking: The conversation game

Ex 9 Explain to Ss they are going to play a game where the idea is to keep the conversation going for as long as possible. Put Ss into pairs (A and B). Tell Ss to start the conversation with one of the 'starters' and go through the instructions. With a weaker class it might help to demonstrate the activity with another student. You could also elicit possible questions for the subject chosen.

Monitor pairs during the conversation, giving help as needed. For feedback, discuss how the conversations went and how interest was shown. Elicit questions asked, writing them on the board if useful.

Homework suggestions

- Ss write about their own or their partner's answers to the questions in Ex 3 and/or Ex 6.
- Ss (preferably in pairs) write a conversation using the language and strategies introduced in this lesson. This could be practised in the next lesson. Set a word limit of 100–120 words.

Photocopiable notes 2.2 (page 107)
Keep talking (Card activity page 120)

D Interaction Are you a people person?

Aims and objectives

In this lesson Ss will:

- complete a questionnaire to find out if they are a people person
- discuss what their answers reveal about them as a person

Refer Ss to the Reminder box and draw attention to the language that the lesson will focus on. Check Ss can use this language by looking at page 143 of the Grammar reference and at previous lessons of the unit.

Speaking: Questionnaire

Ex 1 Explain to Ss that this lesson focuses on completing a questionnaire to find out if they are a 'people person'. Check Ss understand what *questionnaire* and *people person* (a sociable person) are.

Go through the instructions and if necessary, pre-teach any potentially new vocabulary.

Put Ss into pairs to complete the questionnaire and remind them to note down their own and their partner's answers. Alternatively, Ss answer the questions on their own before discussing them with a partner. If you feel Ss may be reluctant to discuss the information given, get them answer the questions and check the interpretation alone or for homework. Monitor and help as needed.

Optional activity: After Ss have familiarized themselves with the questions and answers, ask them to roleplay an interview with a famous public figure of their choice. Stronger Ss might want to provide their own answers to the questions.

Ex 2 Ss refer to File 4 on page 108 to add up their score to find out what their answers say about them.

Ex 3 Ss discuss their results as a class and decide whether they agree or disagree with them. It may be useful to have answered the questions yourself and noted what your results say about you, so you start the discussion by saying what you found out about yourself.

Homework suggestions

- Ss write up their or their partner's answers to the questionnaire.
- Ss (alone or in pairs) create a short questionnaire of their own (8–10 questions). The subject could be agreed on in class or left open. Ss then ask other Ss their questions in a subsequent lesson and note their answers. This could also lead on to a short presentation of their results.